

The Use Of Scrabble Game As A Teaching Medium To Improve Students' Vocabulary Mastery

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Abstrak

This study aims to examine the use of Scrabble game as a teaching medium to improve the vocabulary mastery of 2nd grade students of a Junior High School in West Nusa Tenggara Province, Indonesia. This research employed classroom action research (CAR). The subjects in this study were 27 2nd grade students. The data collection methods used in this research are observation, documentation, and tests. The results showed that the scrabble game medium was able to improve the vocabulary mastery of the students. This is evidenced by the increase in students' English vocabulary mastery in each cycle. In the first cycle the average value obtained was 62.37 (enough) out of 100 (very good) with a completeness percentage of 33% (unfinished) from 100% (completed) while in the second cycle the average value obtained by students increased from 62.37 (enough) to 77.37 (good) from 100 (very good) with the percentage of completeness reaching 70% (completed) from 100% (completed).

Keywords: Scrabble game, Vocabulary mastery

INTRODUCTION

Vocabulary is deemed as one of the important aspects in learning a language. This is one of the important aspects to help the language learner improving their language skills. In addition, the mastery of vocabulary can determine the quality of students in using a language. According to Schmitt (2014), the more vocabulary a person memorizes in his mind, the easier it is for that person to communicate with others. Likewise, Yunisa (2007) states that vocabulary mastery is a measure of a person's understanding of the vocabulary in a language, and his mastery of using the vocabulary both orally and in writing.

Regarding medium, by definition, it is any tool that can be used as a channel for messages to achieve goals (Djamarah, 2006). Learning media have a main function to increase students' motivation. According to

Ali (2010) learning media is defined as everything that could be used to channel messages, stimulate the thoughts, feelings, concerns and willingness of students so that they could encourage the teaching and learning process. While Musfiquan (2012) revealed that a more complete learning media could be used as an intermediary between teachers and students in understanding learning materials to be more effective and efficient.

To improve the mastery of vocabulary, there are several ways that are commonly used by people who want to learn English, for example: studying at school, taking courses or special institutions that teach English, and various other ways. In the process of increasing students' vocabulary mastery; there are several factors that usually affect the process of increasing the

vocabulary mastery. These factors are divided into external and internal factors.

External factors encompass the teaching methods and the teaching employed by the teacher during the learning process. This is because in the teaching and learning process, to provoke students' enthusiasm in learning English, teachers should have methods, media and facilities that can be applied or used in teaching. On the contrary, internal factors are those that come from the students themselves.

Scrabble is a type of board game that can be used as a medium to support students' academic activities. Scrabble can be used as a medium in developing language skills (Hinebaugh, 2009). Meanwhile, according to Hargreaves (2012) Scrabble is an activity that involves word recognition. Waite (2009:217) in Voinov, V. (2010) also adds that scrabble is a game that offers mental activities that improve cognitive skills. Then according to Pyatt, (2012) Scrabble takes the educational value of crossword puzzles to the next level. Scrabble players can improve their vocabulary every time they play, look up words in the dictionary, or receive exposure to previously unknown words used by opponents. Teachers can also narrow and focus the vocabulary used to fit a particular theme or rule they are learning. In this way, memory and memory also come into play. Scrabble games can increase vocabulary because of the strategy of the game.

Djiwandono (2008) states that vocabulary mastery can be divided into 2, namely. Active-productive mastery and passive-receptive mastery. Furthermore, he

explained that vocabulary is part of active-productive mastery often known as active vocabulary, namely vocabulary that a language user can use naturally, and without much difficulty in expressing himself. On the other hand, the vocabulary that is part of the passive-receptive (passive-vocabulary) is a language user of another person, without being able to use it naturally in their own expressions.

Before conducting the research, the researcher did an initial observation. The observation shows that the mastery of students was still low. It was found that the lack of facilities and media for learning English causes the teaching and learning process less effective. In addition, the lack of student participation in teaching and learning activities led to boring learning atmosphere, especially learning English vocabulary. The teaching media was still traditional and and monotonous.

Therefore, the researcher intends to conduct research on the use of the Scrabble Game medium to improve students' vocabulary mastery. The main reason to chose Scrabble over other media was because this medium had never been used before at the school.

RESEARCH METHODS

This research employed classroom action research (CAR). Classroom action research (CAR) is a series of action research carried out cyclically in order to solve problems until the problem is solved (Mahmud, 2008). There were 27 students participated in this research.

According to Farhana (2019) there are 2 main objectives of classroom action research. First of all, changing the performance or behavior of teachers in teaching which is considered inefficient. This change in performance is done by doing reflection or self-assessment so that teachers are encouraged to work more effectively and efficiently. Secondly, improving the morale of teachers who are rated low. The principle of classroom action research requires a commitment to improve teaching and learning so that it can be useful to provide motivation so that teachers always improve their work spirit.

To collect the required data, several data collection techniques were used namely observation, documentation and tests.

RESULTS AND DISCUSSION

The data was obtained in 2 cycles.

Observation cycle I

At this observation stage, the researcher observes every action or response given by students while in the teaching and learning process from the beginning to the end. The observation process is assisted by an observation sheet that has been provided by the researcher. The observation sheet is intended for students only. The following are the results of observations obtained by researcher during two meetings in cycle I;

The Results of the Observation of Students Activities in Cycle I is presented in the table below:

Table 1. Observation Results of Student Activities in Cycle I

Indicators/Aspects Observed	1	2	3	4	Skor
1. Students respond to apperception/motivation given by the teacher.		✓			2
2. Students listen when the learning objectives are delivered.		✓			2
3. Students focus on the learning material being studied.		✓			2
4. Students are enthusiastic when introduced and explained by the teacher through scrabble media			✓		3
5. Students do the work of compiling English vocabulary by using Scrabble as the media.			✓		3
6. Students respond when the teacher checks understanding.			✓		3
7. Students work diligently when an individual written evaluation test is carried out by the teacher.			✓		3
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$\text{Percentage} = \frac{\text{Learning score}}{\text{Max Score}} \times 100 = \frac{18}{28} \times 100 = 64 \quad 64\%$					

In the first cycle, based on the results of observations of student activities, the scores are quite good, namely, the average student scores 18 out of a maximum score of 28, with a percentage success rate of 64% from 100%. In observation cycle I, there were still some observation indicators that had not been met by students. So, the observations in cycle I were not maximized.

Observation Cycle II

At the observation stage of the second cycle, the researcher observed every action or response given by students when the teaching and learning process took place. The observation process used an observation sheet. The following are the results of

observations obtained during two meetings in cycle II:

Table 2. Observation Results of Student Activities in Cycle II

Indicators/Aspects						
No	Observed	1	2	3	4	Skor
1.	Students respond to apperception/motivation given by the teacher.			✓		3
2.	Students listen when the learning objectives are delivered.		✓			2
3.	Students focus on the learning material being studied.			✓		3
4.	Students are enthusiastic when introduced and explained by the teacher through scrabble media			✓		3
5.	Students do the work of compiling English vocabulary by using Scrabble as the media.			✓		3
6.	Students respond when the teacher checks understanding.			✓		3
7.	Students work diligently when an individual written evaluation test is carried out by the teacher.				✓	4
Earning score		21				
Percentage		$\frac{21}{28} \times 100 = 75$				
Maximum Score		28				
		77%				

Based on the results of observations of student activities in cycle II, the results are considered as good, seen from the acquisition of a score of 21 with a maximum score of 28. Thus, the percentage score obtained is 75%. In the learning process, students are more active, and calmer in listening to the teacher's explanations, and carrying out many activities that are directed. In cycle II, student activities experienced an increase in the assessment of indicators achieved well. So, it can be concluded that the results of observing student activities in cycle II showed results that were what the researchers expected.

Test Cycle I

As stated in the previous chapter, the data collection technique apart from using observation sheets, the researchers also used tests to see how far the students' vocabulary had increased at the Lunyuk Islamic Junior High School. So, here is the test results obtained by students during cycle I.

Table 3. Cycle I Students Test Results

No.	Student's Name	Gender	Test Score
1.	BDI	M	80
2.	DJL	W	65
3.	DJL	W	65
4.	ED	W	50
5.	FA	M	80
6.	ISL	W	76
7.	Jul.	W	80
8.	LSU	W	80
9.	M.S	M	60
10.	MI	W	70
11.	M.A	M	70
12.	MIS	M	50
13.	MISY	M	90
14.	MR	M	60
15.	NA	W	65
16.	NLT	W	60
17.	PK	M	60
18.	RS	W	75
19.	RAW	M	80
20.	SM	M	55
21.	SA	W	65
22.	Sup	M	58
23.	Sur.	W	60
24.	TRA	W	70
25.	TA	W	80
26.	ZM	M	70
27.	ZM	W	90
Total Value			1.684
Class Average			62,37
Completeness Presentation			33%

The formula for calculating the class average is as follows;

$$X = \frac{\sum x}{\sum N}$$

$$X = \frac{1.684}{27}$$

$$X = 62,37 \text{ (enough)}$$

The formula for calculating the percentage of student learning completeness;

$$P = \frac{9}{27} \times 100\%$$

P = 33% (Incomplete)

The results of data analysis in cycle I shows that the average score of the class in cycle 1 is quite good with the number 62.37 and the percentage of completeness is 33% (unfinished) from 70-100% (completed).

Test Cycle II

The following are the test results obtained by students in cycle II:

Table 4. Cycle II Students Test Results

No	Student's Name	Gender	Test Score
1.	BDI	M	80
2.	DJL	W	76
3.	DJL	W	78
4.	ED	W	70
5.	FA	M	80
6.	ISL	W	78
7.	Jul.	W	80
8.	LSU	W	80
9.	M.S	M	78
10.	MI	W	60
11.	M.A	M	80
12.	MIS	M	65
13.	MISY	M	90
14.	MR	M	75
15.	NA	W	85
16.	NLT	W	78
17.	PK	M	80
18.	RS	W	75
19.	RAW	M	80
20.	SM	M	65
21.	SA	W	80
22.	Sup	M	76
23.	Sur.	W	75
24.	TRA	W	70
25.	TA	W	80
26.	ZM	M	80
27.	ZM	W	95
Total Value			2.089
Class Average			77,37
Completeness Presentation			70%

The formula for calculating the class average is as follows;

$$X = \frac{2.089}{27}$$

X = 77,37 (Good)

The formula for calculating the percentage of student learning completeness;

$$P = \frac{19}{27} \times 100\%$$

P = 70% (Complete)

Based on the test results obtained by students in table above, most of the students scored above the minimum completeness criteria (KKM) of 75. Out of the 27 students, only 8 students scored below the KKM that had been determined. These results indicate a significant increase in students' vocabulary mastery in this second cycle. When compared with the results obtained in the first cycle, students who scored above the KKM 75 were only 9 out of 27 students. While in the second cycle, students who scored above the KKM increased to 19 from 27. Furthermore, regarding the average grade, the average number of classes in the second cycle increased from 62.37 to 77.37. In addition, when viewed from the percentage of success, in the first cycle the percentage of success is only 33% and is still below the expected percentage. While in cycle II the number of success percentages increased to 70% and included a high percentage of what the researchers expected.

CONCLUSION

Based on the result of the study, it was found that there was an increase in terms of the students' score in the even semester after applying the learning method using the

scrabble game medium. In addition, in terms of absenteeism, the number of students who did not enter either by neglect, illness, or permission decreased in the even semester after applying the learning method using the scrabble game medium. This shows the interest or desire of students to learn the English Language has increased compared to before.

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